

DOCUMENT RESUME

ED 387 997

EC 304 352

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TITLE Supporting Special Educational Needs in Secondary School Classrooms.
REPORT NO ISBN-1-85346-339-6
PUB DATE 95
NOTE 140p.
AVAILABLE FROM David Fulton Publishers, Ltd., 2 Barbon Close, Great Ormand St., London WC1N 3JX, England, United Kingdom (12.99 British pounds).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIP.ORS Behavior Problems; Computer Uses in Education; *Disabilities; *Educational Practices; Foreign Countries; Hearing Impairments; *Inclusive Schools; Instructional Effectiveness; Learning Disabilities; Mental Retardation; Physical Disabilities; *Regular and Special Education Relationship; Secondary Education; Self Esteem; Special Education Teachers; *Special Needs Students; Team Teaching; Visual Impairments
IDENTIFIERS United Kingdom

ABSTRACT

This book is concerned with support for secondary students with special educational needs in the regular classroom, as it exists in reality in the United Kingdom and in the ideal. It shares strategies that effective support teachers use in helping pupils in the classroom. The role of the support teacher and the relationship of the support teacher and the subject teacher are examined. Individual chapters focus on supporting pupils with mild and moderate learning difficulties, specific learning difficulties, behavior problems, and sensory and physical difficulties. Other chapters discuss the impact of classroom support on student, teacher, and parent self-esteem, and the use of computers and audio equipment in classroom support. Results of a study which identified indicators of effective support in secondary schools are reported, based on the views of parents, children, headteachers, and specialist and support teachers. Advice is offered in the context of the United Kingdom's Code of Practice on the Identification and Assessment of Special Educational Needs. (Includes 57 references.) (JDD)

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